DOCUMENT RESUME

ED 424 461 CE 077 470

TITLE	The Mechanics of Teams. Workforce 2000 Partnership.
INSTITUTION	Enterprise State Junior Coll., AL.; MacArthur State Technical Coll., Opp, AL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1996-00-00
NOTE	85p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
AVAILABLE FROM	Enterprise State Junior College, P.O. Box 1300, Enterprise, AL 36331; Web site: http://www.esjc.cc.al.us
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education; Adult Literacy; Behavioral Objectives; Carpeting; *Communication Skills; Curriculum Guides; *Education Work Relationship; Fashion Industry; *Interpersonal Competence; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Networks; Partnerships in Education; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Teamwork; *Workplace Literacy
IDENTIFIERS	*Textile Industry

ABSTRACT

This curriculum package on the mechanics of teams is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After an overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in the mechanics of teams for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the motivational, instructional, guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop the communication, thinking, and team-building skills necessary to work effectively as a team member in a work setting. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

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ED 424 461

The Mechanics of Teams

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment, becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Curriculum Guide

Module: The Mechanics of Teams
Job Title: All Associates

Author: Joan Howell/Gena Holley

General Instructional Objective: Communication and Team Building
Overall Time: 12 hours

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Preview)	20 min	Administrative Activity: 1.1 Administer Preview and complete other paper work. 1.2 Draw numbers for team assignments.	Teacher constructed test	Test Scores
Recognize the role of worker perception in workplace communication	5 min	Motivational Activity: 2.1 "Perception and Communication" activity. 2.2 Discuss dialogue.	Handout: "Perception and Communication" Verderber, Rudolph E. Communicate! Belmont, CA: Wadsworth, 1984.	Observation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	15 min	Instructional Activities: 2.3 Define *perception*. 2.4 Activities: "Old Woman/Young Lady" "Perception/Truth Fallacy" "Triangle Reading Exercise" (Perceptual expectancy)	Handouts of ladies Covey, Stephen R. The Seven Habits of Highly Effective People. New York: Simon & Schuster, 1989. Handouts - "Perceptional Truth Fallacy" & "Triangle Reading Exercise." Trimm, Paul R., and Brent D. Peterson. People at Work: Human Relations in Organizations. St. Paul: West, 1993.	Student Participation Completion of Activities
	5 min	2.4 Instructional Activity: Discuss perception as a potential source of conflict in the workplace.		Participation
	10 min	2.5 Instructional Activity: Relate subway experience and discuss personal experiences involving misperception in the workplace.	Covey, pp. 25-31	Participation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Analyze communication and the communication process.	15 min	3.1 Instructional Activities: Define *communication*. Discuss the communication process. Self-Assessment: Evaluate individual communication skills.	Handout: "Self-Evaluation: Communication Skills" Fruehling, Rosemary T., and Neild B. Oldham. Your Attitude Counts. Eden Prairie, MN: Paradigm Publishing, 1990, pp. 37-38. Transparency: "Communication," Cooper, Alfred M. How to Supervise People. New York: McGraw-Hill, 1963.	Participation Completion of Assessment
	15 min	3.2 Instructional Activity: Discuss barriers to communication		Participation
	15 min	3.3 Instructional Activity: Illustrate the normal tendency to fill in gaps in information with inferences, using "Reading Between the Lines" activity.	Adapted from Trimm, Paul R., and Brent D. Peterson. People at Work: Human Relations in Organizations. St. Paul: West Publishing, 1993.	Students' ability to answer questions
	10 min	3.4 Instructional Activity: Use "Photograph Description" activity to illustrate how messages can change as they are repeated.	Magazine or newspaper Adapted from unidentified source.	Student participation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	10 min	3.5 Instructional Activity: Relate the "I Heard It Through the Grapevine" incident and discuss.	Adapted from Romanek	Observation
	10 min	3.6 Instructional Activity: Outline and discuss guidelines for improving the communication process.	Bone, Diane, and Rick Griggs. Quality at Work. Los Altos: Crisp, 1989.	Participation
Analyze the listening process and evaluate listening ability	5 min	4.1 Motivational Activity: Define listening efficiency and have students estimate their own listening efficiency.	Bone, Diane. The Business of Listening. Los Altos, CA: Crisp, 1988.	Participation
	5 min	4.2 Instructional Activity: Read "The Business of Listening" and discuss how one step relates to the next.	Transparency: "The Business of Listening." Bone.	Participation
	10 min	4.3 Instructional Activity: Rate individual ability to listen.	Handout: "How Do You Rate as a Listener?" Unidentified Source	Students' self-rating
	10 min	4.4 Instructional Activity: Outline 4 key elements of good listening.	Bone, pp. 11-21 Summary included for instructor's use.	Observation
	15 min	4.5 Instructional Activity: Discuss why people do not listen effectively, using handouts of tips.	Handouts: "Tips for Better Improving Listening," adapted from Bone	Participation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	10 min	4.6 Motivational Activity: Complete "Personal Action Plan" for becoming a better listener.	Handout: "Personal Action Plan," adapted from Bone.	Completion of "Personal Action Plan"
Examine both verbal and nonverbal communication in the workplace.	10 min	5.1 Motivational Activity: Have volunteers describe geometric figures for other participants to draw.	Sketches of geometric figures, paper, pencil	Completion of activity
	5 min	5.2 Instructional Activity: Describe speaking as a physical process.	Handout: "The Physical Process of Speaking." Alayna Beckham	Observation
	5 min	5.3 Instructional Activity: Have students rate themselves as speakers.	Handout: "How Do You Rate as a Speaker?" Adapted from unidentified source	Students' self-rating
	10 min	5.4 Instructional Activity: Use "Ways to Gain Confidence When Speaking to One or a Thousand" to suggest tips for speaking.	Handout: "Ways to Gain Confidence When Speaking to One or a Thousand," adapted from: Video - "Speaking Effectively to One or One Thousand." Sunset Films, with Toastmasters International	Participation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	15 min	5.5 Instructional Activity: Use "We Don't Speak the Same Language" activity to discuss differences between males and females in workplace communication.	Handout: "We Don't Speak the Same Language" Simons, George F., and G. Deborah Weissman. Men and Women: Partners at Work. Los Altos: Crisp, 1990.	Completion of activity
	5 min	5.6 Instructional Activity: Discuss the importance of feedback in communication.		Participation
	25 min	5.7 Instructional Activity: Conduct modified version of "Feedback on Nonverbal and Verbal Behaviors: Building Communication Awareness" activity.	Pfeiffer, J. Williams. The 1985 Annual: Developing Human Resources. San Diego: University Associates, inc., 1985.	Participation
Analyze one's own personality type and identify strengths and weaknesses.	10 min	6.1 Instructional Activity: Discuss the three (3) sources of leadership power in the workplace.	Overhead: "Three Sources of Leadership Power" Heim, Pat, and Elwood N. Chapman. Learning to Lead. Los Altos: Crisp, 1989.	Participation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	10 min	6.2 Instructional Activity: Discuss the four (4) basic personality types.	Handout: "Personality" Dellinger, Susan. Psychogeometrics: The Science of Understanding People, and the Art of Influencing Them. Boulder, CO: Publications (Video).	Participation
	10 min	6.3 Instructional Activity: Use "Draw a Pig" activity to examine implications of pig drawings on personality.	Handout: "What Kind of Pig Did You Draw?" Creative Training Techniques. Vol 8. No. 2. Lakewood Publications, February 1995.	Completion of activity
	15 min	6.4 Instructional Activity: Complete "SELF Personality Profile" and score to determine type.	"SELF Personality Profile" (unidentified source)	Completion of activity
	10 min	6.5 Instructional Activity: Discuss how personality differences affect the workplace.		Participation
	15 min	6.6 Instructional Activity: Discuss the four temperaments, and use "The Four Temperaments" activity to determine which category best describes each participant.	Handout: "The Four "Temperaments" Getting Along with Other Workers. Indianapolis: JIST Works, Inc., 1992.	Completion of activity

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	30 min	6.7 Instructional Activity: Choose one consensus-seeking activity to practice using team skills. Draw on concepts learned in perception, communication, and personality activities.	Pfeiffer, J. William, and John E. Jones. A Handbook of Structured Experiences for Human Relations Training. San Diego, University Associates, Inc., 1974-1988.	Completion of activity
	20 min	6.8 Instructional Activity: Use "The Robbery" activity to practice team skills. Follow with brief discussion of the value of input from team members.	Handout: "The Robbery" adapted from: "Cash Register: Group Decision Making" - Structured Experiences, 1975 (pp. 10-12).	Completion of activity
Explore opportunities for promotion	15 min	7.1 Instructional Activity: Have participants define *promotion* and discuss what comes with a promotion.		Participation
	30 min	7.2 Instructional Activity: Have plant manager explain company promotion policy to participants and allow participants to rate themselves for a promotion.	Plant manager Company promotion form	Participation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	5 min	7.3 Instructional Activity: Use "Who Would You Choose?" activity to discuss promotability.	Adapted from: Como, Jay. Surviving on the Job. New York: Glencoe, 1991.	Completion of activity
	5 min	7.4 Motivational Activity: Have participants develop a personal action plan for becoming more promotable.	Handout: "Personal Plan" Holley, Gena.	Completion of activity
	15 min	7.5 Instructional Activity: Use Legos activity to practice teamwork skills.	Juliet Siess, Instructor, Workforce 2000	Completion of activity
Apply techniques for team building to increase cooperation within and between departments.	5 min	8.1 Instructional Activity: Define *team.*	Handout: "What Is a Self-Directed Work Team?" Ankarlo, Loren, and Jenifer Callaway. Implementing Self-Directed Work Teams. Boulder, CO: CareerTrack, 1994.	Observation
	10 min	8.2 Instructional Activity: Discuss what can make a team succeed or fail.		Participation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	10 min	8.3 Instructional Activity: Discuss the traits of good teamwork and characteristics of effective teams.		Participation
	10 min	8.4 Instructional Activity: Discuss key skills and tools which enable one to work well as a team member.	"Lessons We Can Learn from Geese" (unidentified source)	Participation
	20 min	8.5 Instructional Activity: Use "The $10,000 Gift" activity to explore team decision making.	Handout: "The $10,000 Gift" Agency for Instructional Technology. Workplace Readiness: Teamwork Unit. Bloomington, IN: AIT, 1992.	Completion of activity
	35 min	8.6 Instructional Activity: Choose a consensus-seeking activity from curriculum packet to practice using team skills.	Pfeiffer and Jones.	Completion of activity
	10 min	8.7 Instructional Activity: Discuss *synergy* and *consensus*.		Participation
	45 min	8.8 Instructional Activity: Complete "Lost at Sea" or alternate consensus-seeking activity.	Pfeiffer and Jones	Completion of activity

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Review)	10 min	9.1 Closure Activity: Complete "Crossword Puzzle" as a review.	Handout: "Crossword Puzzle" (Joan Howell).	Completion of activity
(Closure)	25 min	10.1 Closure Activity: Complete Review and evaluations.	Teacher-made test and general evaluation forms	Test scores

LESSON PLAN

Note: Actual instructional time is 10.5 hours. An extra 1.5 hours is added for the completion of necessary paper work.

1.1 Administrative Activity - 18 minutes
Administer Preview.

1.2 Administrative Activity - 2 minutes
Draw numbers for team assignments.

2.1 Motivational Activity - 2 minutes
Have 2 participants read "Perception and Communication" dialogue, all except the last two lines. Take a poll of who is speaking each part. Read the last two lines.

2.2 Motivational Activity - 3 minutes
Discuss the perceptions of each role and why participants perceived the roles as they did.

2.3 Instructional Activity - 3 minutes
Discuss the definition of *perception*. Give examples.

2.4 Instructional Activities - 12 minutes

A. Conduct the "Old Woman/Young Lady" activity described in Stephen Covey's The Seven Habits of Highly Effective People. Discuss the fact that people can see things differently and still be right.
B. Demonstrate that people do not perceive as well as they imagine by conducting the telephone activity described on attached instructor's supplemental materials. Supplement is labeled "Perception/Truth Fallacy."
C. Explain that perceptual expectancy is an occurrence that takes place because previous experiences cause one to anticipate a situation. Use the "Triangle Reading Exercise" to demonstrate perceptual expectancy. Relate workplace instances of perceptual expectancy.

2.5 Instructional Activity - 5 minutes
Discuss perception as a source of potential conflict in the workplace.

2.6 Instructional Activity - 10 minutes
Read the subway experience excerpt from Covey's book. Discuss personal experiences involving misperception in the workplace.

3.1 Instructional Activities - 15 minutes

A. Define *communication*.
B. Use an overhead transparency to illustrate the communication process. Point out that there are 3 main elements to the process: Sender, receiver, and message. Also discuss encoding, decoding, and noise (both physical and psychological). Note that communication can take place only when a sender sends a message and the receiver receives the message as it was intended.

C. Have students evaluate their own communication skills by working the "Self-Assessment" activity. Score the assessment and discuss areas where students feel that they are weak.

3.2 Instructional Activity - 15 minutes
Discuss barriers to communication in the workplace.

3.3 Instructional Activity - 15 minutes
Illustrate the normal tendency to fill in gaps in information with inferences using "Reading Between the Lines" activity. Read the scenario as described on the process portion of the exercise and have students complete questionnaire. How does this tendency to fill in gaps in information carry over to the workplace?

3.4 Instructional Activity - 10 minutes
Illustrate how messages can change as they are passed through the communication chain. Use the "Photograph Description" activity described in attached supplemental material.

3.5 Instructional Activity - 10 minutes
Relate the "I Heard It Through the Grapevine"incident and discuss.

3.6 Instructional Activity - 10 minutes
Outline guidelines for improving the communication process.

4.1 Motivational Activity - 5 minutes
Define listening efficiency as the percentage of time one spends listening effectively. Have participants estimate their listening efficiency. Compare to study which indicates that people normally listen at about 25% of their listening capacity while at work.

4.2 Instructional Activity - 5 minutes
Display overhead "The Business of Listening." Have students read and discuss how one step relates to the next.

4.3 Instructional Activity - 10 minutes
Distribute copies of "How Do You Rate as a Listener?" Have students rate their individual abilities to listen. Discuss areas of strengths and weaknesses.

4.4 Instructional Activity - 10 minutes
Outline the 4 key elements of good listening: *hear* the message, *interpret* the message, *evaluate* the message, and *respond to* the message. (See material, "Four Key Elements of Good Listening")

4.5 Instructional Activities - 15 minutes

A. Discuss reasons why people do not listen effectively. Examples:
Selective attention--the tendency to listen to things in which one is interested and ignore other topics
Ego--such self-absorption that one fails to consider the value of others' ideas
Impatience--the pretense of listening when one is actually planning what to say next

Jumping to Conclusions--rather than listening to the entire conversation, rushing to hear the "bottom" line and placing one's own perception on what is being said
Bias--failure to listen to opposing ideas because one has already formulated an idea or has a strong opinion about the topic under discussion

B. Distribute copies of "Cures for Bad Listening Habits" and "Tips for Improving Listening Skills." Give students an opportunity to read and then discuss.

4.6 Motivational Activity - 10 minutes
Complete the "Personal Action Plan" for improving listening skills.

5.1 Motivational Activity - 10 minutes
Distribute three different cards to three volunteers containing drawings of geometric figures. Without letting other students see his figure, volunteer #1 is to describe the figure while other students draw the figure as described. Students may not ask questions. Without letting other students see his figure, volunteer #2 is to describe the second figure while other students draw the figure as described. This time students may ask only "yes" or "no" questions. Without letting other students see his figure, volunteer #3 is to describe the third figure while other students draw the figure as described. This time students may ask any questions they wish. Compare student drawings to originals. How closely do they match? Why or why not? What could have helped to make student drawings more accurate? Discuss the importance of clear, specific instructions, especially when the opportunity for feedback is limited. **Note: Instructor can make card drawings as simple or as complex as she/he desires.**

5.2 Instructional Activity - 5 minutes
Distribute handout "The Physical Process of Speaking." Allow participants time to read, then discuss.

5.3 Instructional Activity - 5 minutes
Distribute handout "How Do You Rate as a Speaker?" Have participants complete the self-rating. Discuss areas of strengths and weaknesses.

5.4 Instructional Activity - 10 minutes
Distribute handout "Ways to Gain Confidence When Speaking to One or a Thousand." Read and discuss.

5.5 Instructional Activity - 15 minutes
Have students complete "We Don't Speak the Same Language" questionnaire. Compare to research findings. Discuss the implications of the research on the team environment.

5.6 Instructional Activity - 5 minutes
Discuss the importance of feedback in communication.

5.7 Instructional Activities - 25 minutes

A. Discuss the importance of body language and other nonverbal communication in the textile environment where the noise level is high.

B. Conduct a modified version of the activity "Feedback on Nonverbal and Verbal Behaviors: Building Communication Awareness." Use only the portion that focuses on nonverbal communication. (See attachment for full instructions.)

6.1 Instructional Activity - 10 minutes
Show the "Three Sources of Leadership Power" overhead to illustrate the importance of personality as a source of power for getting things done in the workplace.

6.2 Instructional Activity - 10 minutes
Instructor may refer to videos Psycho-Geometrics: The Science of Understanding People, and the Art of Influencing Them. Discuss the four (4) basic personality types.

6.3 Instructional Activity - 10 minutes
Have each participant take a sheet of paper and a pencil and draw a pig. Share drawings if desired. Examine the personality traits suggested by the pig drawings.

6.4 Instructional Activity - 15 minutes
Have each participant complete the "SELF-Personality Profile" and score to determine his type.

6.5 Instructional Activity - 10 minutes
Discuss how personality differences affect the workplace.

6.6 Instructional Activity - 15 minutes
Distribute copies of "The Four Temperaments." Have each participant determine which category best describes him/her.

6.7 Instructional Activity - 30 minutes
Choose one consensus-seeking activity from Pfeiffer & Jones to practice using team skills. Have students complete the selected activity, drawing on concepts learned in perception, communication, and personality activities.

6.8 Instructional Activity - 20 minutes
Use "Cash Register" activity to practice team skills. Follow with a brief discussion of the value of input from team members.

7.1 Motivational Activity - 15 minutes
Have students define *promotion* and discuss what comes with a promotion.

7.2 Instructional Activity - 30 minutes
Have plant manager explain the company's promotion policy. Associates will complete their own rating sheet (provided by plant manager) and will have the opportunity to ask questions.

7.3 Instructional Activity - 5 minutes
Distribute copies of "Who Would You Choose?" Have two students read the parts of "Doug" and "Melanie." Discuss the class's choice and reasons for that choice.

7.4 Motivational Activity - 5 minutes
Have each participant develop a "Personal Plan" for becoming more promotable. The plan should include goals and time frames.

7.5 Instructional Activity - 15 minutes
Use "Legos" activity for teams to practice their team skills.

8.1 Instructional Activity - 15 minutes
Have participants respond to the question, "What is a team?" Provide handout, "What is a Self-Directed Work Team?" Discuss ways in which a *team* is unlike a *group*.

8.2 Instructional Activity - 15 minutes
Discuss what makes a team succeed or what can make it fail.

8.3 Instructional Activity - 10 minutes
Discuss traits of good teamwork.

8.4 Instructional Activities - 35 minutes
A. Outline key skills and tools which make teams work.
B. Read and discuss "Lessons We Can Learn from Geese."

8.5 Instructional Activity - 20 minutes
Use "The $10,000 Gift" activity to explore team decision making.

8.6 Instructional Activity - 35 minutes
Choose a consensus-seeking activity to practice using team skills.

8.7 Instructional Activity - 10 minutes
Define *synergy* and *consensus*.

8.8 Instructional Activity - 45 minutes
Complete "Lost at Sea" activity (see attachment for instructions). (Or select other consensus-seeking activity.)

9.1 Closure Activity - 10 minutes
Complete "Crossword Puzzle" as a closing activity.

10.1 Closure Activity - 25 minutes
Complete Review and evaluations as a review.

Perception and Communication

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Verderber, Rudolph E. Communicate! Belmont, CA: Wadsworth, 1984.

Old Woman/Young Lady

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Covey, Stephen R. The Seven Habits of Highly Effective People. New York: Simon & Schuster, 1989.

Perception/Truth Fallacy

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Trimm, Paul R., and Brent D. Paterson. People at Work: Human Relations in Organizations. St. Paul: West, 1993.

Triangle Reading Exercise

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Trimm, Paul R., and Brent D. Paterson. People at Work: Human Relations in Organizations. St. Paul: West, 1993.

Subway Experience Excerpt

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Covey, Stephen R. The Seven Habits of Highly Effective People. New York: Simon & Schuster, 1989.

Communication Transparency

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Cooper, Alfred M. How to Supervise People. New York: McGraw - Hill, 1963.

Self-Assessment

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Frueling, Rosemary T., and Neild B. Oldham. Your Attitude Counts. Eden Prairie, MN: Paradigm Publication Company, 1990.

Reading Between the Lines

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Trimm, Paul R., and Brent D. Peterson. People at Work: Human Relations in Organizations. St. Paul: West Publishing, 1993.

Photograph Description Activity

Divide students into teams of 4 or 5. Have each team select a leader. Give each leader a photograph (cut from a magazine or newspaper) and ask him to study the photograph carefully for several minutes. After the team leaders have studied their photographs, ask them each to take one member of their team aside and describe the photograph to that person, including as much detail as possible. That person them describes the photograph to another member of his team, and that person to another, until the last member of each team has listened to the description. Have the last person on each team describe the photograph to the entire class. Then ask each leader if he has anything to add to the description. Finally, show the photographs to the class.

It is interesting to see, first, how much (or how little) a person remembers from actually looking at the photograph. It is also enlightening to see how much information is lost, added, or distorted as it is passed orally from one person to another.

I HEARD IT THROUGH THE GRAPEVINE

Tom is a warehouseman at a textile plant. One morning he saw a man installing a computerized machine near his work area. He thought that the machine might be used to direct automated robots that would wrap and load rolls of cloth. He started wondering if the robots would be used to replace some of the warehouse personnel.

Feeling threatened, Tom shared this perception with Marie, one of his coworkers. "Marie," Tom said, "I'll bet the warehouse goes automated. I can't compete with a robot. The way things look to me, I'm going to be standing in line at the unemployment office."

Marie nodded her head in agreement. She, in turn, began circulating a rumor in the warehouse about layoffs and cutbacks resulting from the new machinery. Because the workers were worried about losing their jobs, their work performance started to decline.

One day in the break room, Phil, the supervisor of the shipping department, learned about the rumor from Paul, another worker at the textile plant. Phil then remarked, "Robots in the warehouse--that's the most ridiculous thing I've ever heard of! The newly installed computer equipment is for coordinating our work with the other departments. I wonder what troublemaker started spreading that story. Those folks know that when they've got a problem, they're supposed to come to me."

The Business of Listening

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Bone, Diane. The Business of Listening. Los Altos, CA: Crisp, 1988.

How Do You Rate as a Listener?

Complete the following self-rating scale to evaluate your strengths and to identify where you might need to fine-tune your listening skills. Circle the number that best describes your listening skills: 1 = poor, 5 = excellent. In answering ask yourself "Do I . . ."

1. Slouch, lean away or otherwise employ.	1 2 3 4 5	Sit in a relaxed, yet attentive way.
2. Maintain little eye contact.	1 2 3 4 5	Maintain appropriate eye contact.
3. Employ gestures that are distractions that compete for attention with my words.	1 2 3 4 5	Employ gestures that are unobtrusive,that are natural and spontaneous and highlight words.
4. Talk mostly about myself.	1 2 3 4 5	Keep focus on other person.
5. Violate other's trust by sharing private matters with others.	1 2 3 4 5	Keep confidential matters private.
6. Rarely use other person's name.	1 2 3 4 5	Often use other's name in the conversation; personalize conversation.
7. Listen only intermittently.	1 2 3 4 5	Listen carefully to all that is said.
8. Tend to ask lots of "factual" questions.	1 2 3 4 5	Ask questions sparingly and only to clarify other's meanings.
9. Assume to know what person has to say.	1 2 3 4 5	Elicit feedback to ensure accuracy of other's perceptions.
10. Ask "yes" or "no" questions.	1 2 3 4 5	Ask open-ended questions.
11. Rush to fill the void when silences occur.	1 2 3 4 5	Use silence in a positive way to allow others to think, collect thoughts.
12. Give advice freely when asked.	1 2 3 4 5	Reflect on other's need for direction when asked for advice.
13. Mainly respond to the facts of what	1 2 3 4 5	Remain sensitive to the feelings

	is said.		behind what is actually said.
14.	Interrupt or finish other person's sentences.	1 2 3 4 5	Wait for other person to finish, even if I have something to add.
15.	Engage in talk that is mostly questions mostly question and answers.	1 2 3 4 5	Have talks that flow like a conversation.
16.	Mostly use the words "I" or "me."	1 2 3 4 5	Mostly use the word "you."
17.	Do most of the talking.	1 2 3 4 5	Do most of the listening.
18.	Always thinking of what to say next.	1 2 3 4 5	Listen without worrying about what I'll say next.

Four Key Elements of Good Listening

Diane Bone, in The Business of Listening (pp. 11-21), lists and discusses what she refers to as "Four Key Elements of Good Listening." That discussion is briefly summarized here.

1. **Hear the message.** "Listening is voluntary." We choose to listen because we consider a message important or because we are interested. In our selective listening, we also listen for emotional messages.

2. **Interpret the message.** We listen to and interpret not only words, but filters (our personal experiences which sometimes color information); tone of voice (which conveys up to 30% of the meaning); and nonverbal cues (body language--gestures, eyes, facial expressions).

3. **Evaluate the message.** We form opinions by hearing and analyzing all of the message, asking questions, and not jumping to conclusions.

4. **Respond to the message.** Clear communication requires some response from the listener, some indication that the message was heard, understood, and evaluated. Feedback is important.

TIPS FOR BETTER LISTENING

1. Take notes.
2. Listen with the intention of telling someone else what you have heard.
3. Learn to want to listen.
4. Focus on the speaker and the message.
5. Expect to get something from the message (information, inspiration, pleasure).
6. Listen not just with the ears, but with the eyes, mind, and heart.
7. Be alert to non-verbal as well as verbal signals.
8. Maintain eye contact.
9. Consider the speaker's feelings by being attentive, nodding encouragement, and looking like a listener.
10. Ignore distractions.
11. Listen with an open mind.
12. Remember, "Listening is a skill, and a gift. Give generously."

Personal Plan

Consider what you know about the art of listening. What kind of listener are you? Make a commitment to improving your listening at home and on the job. Formulate a personal plan to help you reach your goals. These questions might help you in setting goals and working to improve your listening skills.

1. What are my listening strengths?

2. What are my weaknesses? In what areas could my listening skills be improved?

3. What plan can I make for improving my listening skills?

   A. Goals:

   B. Plan of action:

   C. Estimated time for reaching goals:

4. Who will benefit from my improved listening skills?

5. How will these persons benefit from my improved listening skills?

THE PHYSICAL PROCESS OF SPEAKING

The process of speaking is a physical one involving respiration and the following other processes:

1. **Inhalation** -- breathing in
2. **Exhalation** -- breathing out
3. **Phonation** -- producing vocal sounds. The pressure of outgoing air from the lungs passes between two tensed vocal cords, causing vibration, setting up sound waves which are carried through the air.
4. **Resonation** -- enhancing sounds. Sound waves are amplified and enhanced in the throat, the mouth, and the nose.
5. **Articulation** -- producing individual speech sounds. The outgoing sound is shaped by the action of the articulator, including the lips, the jaw, the teeth, the tongue, and the palates, into individual vowel and consonant sounds. Specific combinations form the spoken language.

The diagram below illustrates the physical process of speaking.

HOW DO YOU RATE AS A SPEAKER?

Complete the following self-rating scale to evaluate your strengths and to identify where you might fine-tune your speaking skills. Circle the number that best describes your speaking skills: 1 = poor, 5 = excellent. In answering, ask yourself, "Do I . . .?"

1. Ignore the response of the listener	1	2	3	4	5	Actively involve the listener
2. Speak in a timid, quivering tone	1	2	3	4	5	Project a confident voice
3. Feel and look tense	1	2	3	4	5	Feel and look relaxed
4. Depend on words alone to send the message	1	2	3	4	5	Use both words and gestures to send the message
5. Prepare the message without considering the interests of the audience	1	2	3	4	5	Prepare the message with the audience in mind
6. Rush through the entire message	1	2	3	4	5	Pause occasionally to allow the audience to think or ask questions
7. Use such fillers as "like," "and uh," and "you know"	1	2	3	4	5	Avoid such expressions as "like," "and uh," and "you know"
8. Habitually use distracting gestures such as jingling keys and coins or rocking back and forth	1	2	3	4	5	Try to control any mannerisms that detract from the message
9. Use jargon or slang words that might not be understood by the audience	1	2	3	4	5	Make sure vocabulary is suited to the audience
10. Look at notes or above listeners' heads	1	2	3	4	5	Maintain eye contact

WAYS TO GAIN CONFIDENCE WHEN SPEAKING TO ONE OR A THOUSAND

1. Remember that most people are nervous when speaking to unfamiliar listeners.
2. A certain amount of tension is necessary so you will not appear disinterested in your message or audience.
3. Bursts of adrenaline may actually help your performance.
4. Use exercise to help control any nervous energy you need to expend before you speak.
5. Use distance to help you and listeners feel relaxed.
6. Remove barriers between you and listeners (barriers may be physical or psychological).
7. Be prepared by knowing what you are going to say, and how you are going to say it.
8. Prepare listeners for message.
9. Examine attitude about people in general and listeners in particular.
10. If speaking to a large group makes you nervous, consider it as several small groups gathered together.
11. Ask yourself if listeners want to see you fail, or if they want to see you do your best. Chances are they want to see you succeed.
12. Remember that self-confidence is a determination to use abilities to their fullest extent, to expand beyond limitations, and to forget the past while facing the promises of the future.

You have already taken the first step toward self confidence by your participation and willingness to learn!

We Don't Speak the Same Language

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Simons, George F., and G. Deborah Weissman. Men and Women: Partners at Work. Los Altos: Crisp, 1990.

Feedback on Nonverbal and Verbal Behaviors

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Pfeiffer, J. Williams. The 1985 Annual: Developing Human Resources. San Diego: University Association, Inc., 1985.

Three Sources of Leadership Power

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Heim, Pat, and Elwood N. Chapman. Learning to Lead. Los Altos: Crisp, 1989.

What Kind of Pig Did You Draw?

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Creative Training Techniques. Vol. 8. No. 2. Lakewood Publications, February 1995.

SELF PERSONALITY PROFILE

Please place the number that best describes you on the line at the end of each question.

Not at all like me	Somewhat like me	Occasionally like me	Usually like me	Very much like me
1	2	3	4	5

1. When in a group, I tend to speak and act as the representative of that group. ____ 1.
2. I am seldom quiet when I am with other people. ____ 2.
3. When faced with a leadership position, I tend to actively accept that role rather than diffusing it among others. ____ 3.
4. I would rather meet new people that read a good book. ____ 4.
5. Sometimes I ask more from my friends or family that they can accomplish. ____ 5.
6. I enjoy going out frequently. ____ 6.
7. It's important to me that people follow the advice that I give them. ____ 7.
8. I like to entertain guests. ____ 8.
9. When I am in charge of a situation, I am comfortable assigning others to specific tasks. ____ 9.
10. I often go out of my way to meet new people. ____ 10.
11. I often find myself playing the role of leader and taking charge of the situation. ____ 11.
12. I truly enjoy mixing in a crowd. ____ 12.
13. When I see that things aren't going smoothly in a group, I usually take the lead and try to bring some structure to the situation. ____ 13.
14. I make friends very easily. ____ 14.

FOR QUESTIONS 15-20, PLEASE WRITE IN THE LETTER REPRESENTING YOUR RESPONSE IN THE BLANK AT THE END OF EACH QUESTION.

15. I am in a conversation with more than one person. Someone makes a statement that I know is incorrect but I am sure the other didn't catch it. Do I let the others know?
    A. Yes
    B. No ___ 15.

16. After a hard day's work, I prefer to:
    A. Get together with a few friends and do something active.
    B. Relax at home and either watch TV or read. ___ 16.

17. When planning a social outing with a small group, I am most likely to:
    A. Be the first to suggest some plans and try to get the others to make a decision quickly.
    B. Make sure everyone has a say in the planning and go along with what the group decides. ___ 17.

18. I have just finished a three-month project for which I have sacrificed a great deal of my free time and energy. To celebrate, I am most likely to:
    A. Invite some of my friends over and throw a party.
    B. Spend a quiet, peaceful weekend doing whatever I wish, either by myself or with a special friend. ___ 18.

19. If I feel that I am underpaid for my work, I'm most likely to:
    A. Confront the boss and demand a raise.
    B. Do nothing and hope the situation improves. ___ 19.

20. I think that those around me see me as primarily:
    A. Gregarious and outgoing.
    B. Introspective and thoughtful. ___ 20.

TO SCORE YOUR SELF PROFILE, ON ITEMS 15-20: IF YOU ANSWERED A, GIVE YOURSELF A 5. IF YOU ANSWERED B, GIVE YOURSELF A 1. PLACE THE SCORE FROM EACH OF THE 20 QUESTIONS IN THE BLANKS BELOW. TALLY UP THE NUMBERS FROM THE TWO COLUMNS AND PLACE ON THE TOTALS LINE.

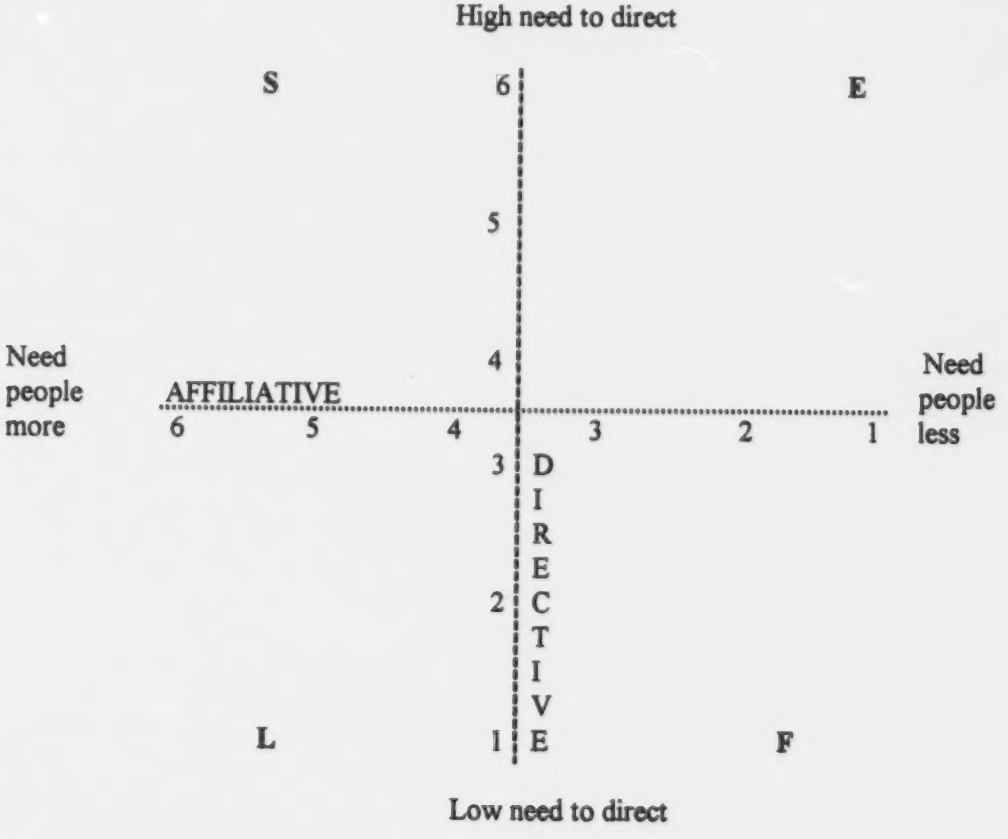
	1. ____	2. ____
	3. ____	4. ____
	5. ____	6. ____
	7. ____	8. ____
	9. ____	10. ____
	11. ____	12. ____
	13. ____	14. ____
	15. ____	16. ____
	17. ____	18. ____
	19. ____	20. ____.
TOTAL	_____	_____
	_____	_____
	(Directive)	(Affiliative)

If you scored from:	**Give yourself a:**
10 - 14	1
15 - 22	2
23 - 27	3
28 - 35	4
36 - 44	5
45 - 50	6

TAKE YOUR DIRECTIVE SCORE AND PUT A DOT ON THE BROKEN LINE ON THE CHART BELOW. The directive score shows an individual's needs and tendencies to direct and control the situation. People scoring high tend to be more comfortable supervising others and controlling situations, while those scoring low are generally more supportive and seek consensus from others.

TAKE YOUR AFFILIATIVE SCORE AND PUT A DOT ON THE DOTTED LINE ON THE CHART BELOW. The affiliative line measures your needs and desires for being around others. If you scored high on the line, you probably like it best when you're with people. On the other hand, people with low scores on this line tend to be more self-contained, enjoy time to themselves or with close friends, and generally seek less interaction with others.

CONNECT THE TWO DOTS WITH A STRAIGHT LINE. SHADE IN THE AREA BETWEEN THE LINE YOU'VE DRAWN AND THE INTERSECTION OF THE BROKEN AND DOTTED LINES.



SELF CHARACTERISTICS

STRENGTHS

High

S

Persuasive
Risk-taker
Competitive
Pursues change
Confident
Socially skilled
Inspiring
Open
Outgoing
Direct

E

Practical
Orderly
Very direct
Self-determined
Organized
Traditional
Goal-oriented
Dependable
Economical
Ambitious

High **Low**

L

Team-oriented
Caring
Devoted
Enthusiastic
Helpful
Accessible
Trusting
Sensitive
Good listener
Good friend
Likes variety
Gregarious
Peacemaker

F

Exacting
Thorough
Factual
Reserved
Meticulous
Practical
Calm
Has high standards
Risk-avoider

Low

SELF CHARACTERISTICS

LIMITATIONS

High

S

Pushy
Intimidating
Overbearing
Restless
Impatient
Manipulative
Abrasive
Reactive
Dominating

E

Dogmatic
Stubborn
Rigid
Unapproachable
Distant
Critical
Insensitive

High **Low**

L

Too other-oriented
Indecisive
Impractical
Vulnerable
Hesitant
Subjective

F

Perfectionist
Slow to get things done
Withdrawn
Dull
Sullen
Shy
Passive

Low

The Four Temperaments

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Getting Along with Other Workers. Indianapolis: JIST Works, Inc., 1992.

Cash Register: Group Decision Making

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Pfeiffer, J. William, and John E. Jones. Handbook of Structured Experiences for Human Relations Training. "Cash Register: Group Decision Making." San Diego: University Associates, Inc., 1975.

Who Would You Choose?

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Como, Jay. Surviving on the Job. New York: Glencoe, 1991.

Personal Plan

Consider what you know about the art of listening. What kind of listener are you? Make a commitment to improving your listening at home and on the job. Formulate a personal plan to help you reach your goals. These questions might help you in setting goals and working to improve your listening skills.

1. What are my listening strengths?

2. What are my weaknesses? In what areas could my listening skills be improved?

3. What plan can I make for improving my listening skills?

   A. Goals:

   B. Plan of action:

   C. Estimated time for reaching goals:

4. Who will benefit from my improved listening skills?

5. How will these persons benefit from my improved listening skills?

LEGO ACTIVITIES FOR TEAMS

Source: Juilet Seiss, Shaw Plant #67

Lego building blocks can be used in at least three different activities to emphasize teamwork, communication, and/or problem-solving.

In the first activity, the facilitator sets up an assembly line where employees are asked to build a project, with each employee having a different assignment (different color blocks). A bottleneck is placed with one of the employees. Team members work together to set up an effective process for assembling the product.

As a problem-solving activity, post-activity discussion might focus on such questions as: What problems did you encounter? Whose responsibility is it to correct problems? How might new hires or absenteeism affect production?

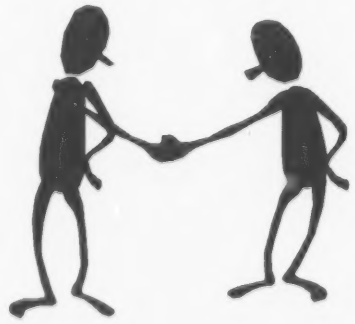
Another activity stresses communication skills. A Lego shape is built beforehand and in a location that cannot be seen by everyone. One person on a team is to see the object and describe to the others how to build it. The one communicator may see the object as many times as he needs to, but he cannot manipulate the Legos when he is explaining the structure. Items stressed include: What did the communicator do that helped the team to build the object? How could he have explained things differently? How did other team members encourage or discourage the communicator?

The third activity is entitled "Big Business" and is explained in the Silver Bullets book by Karl Rohnke. Useful at the end of a team building or problem solving class, it stresses critical thinking skills, team building, problem solving, and leadership skills, as well as the effectiveness of the teams involved.

What is a Self-Directed Work Team?

- A functional group of employees who:
  - share responsibility for a unit of production
  - are cross-trained for maximum effectiveness
  - have authority to plan work processes and make decisions
  - have clearly defined goals and responsibilities

1+1= 3



Benefits of a Self-Directed Work Team

- For Employee:
  - Feeling of empowerment
  - Realization of his link in the chain of productivity
  - Increased job satisfaction

70

- For Employer:
  - Improved quality
  - Increased productivity
  - Greater commitment
  - Reduced operating costs

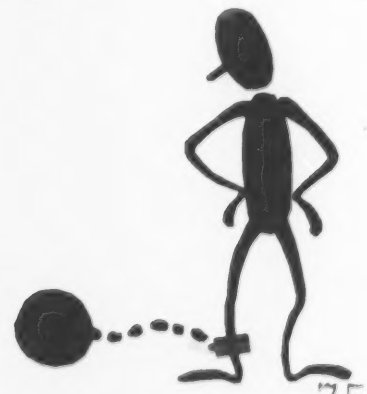
71

Characteristics of a Successful Team

- Mutual trust
- Mutual respect
- Cooperation
- Communication
- Anticipation of problems
- Common goals
- Interdependence
- Effective use of individuals' skills
- Constructive resolution of conflicts
- Rotating leadership
- Flexibility
- Action

Characteristics of an Ineffective Team

- Lack of trust
- Miscommunication
- Misguided goal priorities
- Rigidity of thought and action
- Lack of training
- Lack of focus
- Poor listening skills
- Competition among team members
- Reaction



Source: Ankarlo, Loren, and Jenifer Callaway, Implementing Self-Directed Work Teams. Boulder, CO : CareerTrack, 1994.

Consensus Seeking Activities

Refer to:

Pheiffer, J. William and John E. Jones. A Handbook of Structured Experiences for Human Relations Training. San Diego, University Associates, Inc., 1974 - 1988.

Select several activities. Alternate activities each time course is taught.

The $10,000 Gift

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Agency for Instructional Technology. Workplace Readiness: Teamwork Unit. Bloomington, IN: AIT, 1992.

Lost at Sea

This handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Pfeiffer, J. Williams, and John E. Jones. Handbook of Structured Experiences for Human Relations Training. San Diego, University Associates, Inc., 1974-1988.

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

WORKFORCE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

Name of Course: The Mechanics of Teams
Date of Course: _____

Name: _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• **Improve skills for current job** • **Improve problem solving/critical thinking** • **Improve speaking/ listening**	(Preview)	Pretest		
	To recognize the role of worker perception in workplace communication.	1.1 Perception and Communication dialogue 1.2 Define Perception 1.3 Old Woman/Young Lady Activity 1.4 Perceptual expectancy - Triangle exercise 1.5 Discussion: Perception as relevant to the workplace 1.6 Relate Subway Experience 1.7 Define Communication and the Communication Process		
	To analyze Communication and the Communication Process.	2.1 SELF - Assessment 2.2 Barriers to Communication 2.3 "Reading Between the Lines" Activity 2.4 "Photo Description" Activity 2.5 "I Heard It Through the Grapevine" Activity 2.6 Guidelines for improving Communication in the Workplace		
	To analyze the listening process and evaluate listening ability.	3.1 Listening Efficiency: Define and Estimate 3.2 "Business of Listening" Activity 3.3 Listening Ability - Rate 3.4 "Key Elements of Good Listening"		

WORKPLACE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
	To examine both verbal and nonverbal communication in the workplace.	4.1 Geometric Figure Activity 4.2 Speaking - A Physical Process 4.3 Speaking Self - Assessment 4.4 Speaking Tips Activity 4.5 Quiz - Men and Women as Speakers Feedback 4.6 Nonverbal Communication Activity		
	To analyze one's own personality type and identify strengths and weaknesses.	5.1 Personalities in the Workplace 5.2 Three Source of Leadership Power 5.3 Draw a Pig Activity 5.4 Self Personality Profile 5.5 The Four Temperaments Activity 5.6 Consensus - seeking activity 5.7 "The Robbery" Activity		
	To explore opportunities for promotion	6.1 Promotion - Definitions and Implications 6.2 Promotion Rating Sheet - Plant Manager 6.3 "Who Would You Choose?" Activity 6.4 Personal Promotion Plan 6.5 Legos activity		

WORKPLACE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
	To apply techniques for team building to increase cooperation within and between departments.	7.1 Team - Definition 7.2 Factors of Team Success or Failure 7.3 Traits of good teamwork 7.4 Characteristics of effective teams 7.5 "The 10,000 Gift" activity 7.6 Synergy and Consensus - Discussion 7.7 "Lost at Sea" activity (or alternate consensus-seeking activity) 7.8 Review-Crossword Puzzle 7.9 Post-test and Evaluations		

BEST COPY AVAILABLE

Employee Signature Date

Instructor Signature

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